

Understanding by Design Unit Plan

Title: Book Hunt Unit

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Teacher: Cathy Campbell, Librarian

Content Area: Library Skills/Language Arts

Grade Level: 3rd Grade

Step 1 – Desired Results (what students will learn)

A. Overview

Essential Question/Practical Question: Why do we need organization? How does organization help to locate information or specific books of interest?

Students will understand that forms of organization are necessary and people use it to help store and locate information, products, and all types of materials. In this unit, students will learn skills and gather tools to help them independently locate a book for any purpose in the Whitemarsh Elementary Library. Students will learn about the organization system used in the library known as the Dewey Decimal System and how to use the online catalog technology to locate materials. The students will be using brainstorming, compare and contrast strategies along with guided exploration of informational websites to learn skills and collect tools to assist in the ultimate goal. Each lesson is designed to help students learn a skill or the technology necessary to accomplish the task independently. The culminating activity is designed so that the student independently chooses a topic of interest and locates a book of fiction and non-fiction related to that topic in the library to check out for book selection.

B. Objectives

The students will be able to:

- Identify 8 main parts of a book.
- Identify 2 basic book types (fiction & non-fiction) and areas in the Whitemarsh Elementary library.
- Compare and contrast elements between a fiction and non-fiction book.
- Identify a fiction call number and non-fiction call number.
- Create a fiction call number.
- Identify 10 main categories from the Dewey Decimal System.
- Sort non-fiction books according to the Dewey Decimal System.
- Utilize the online catalog technology to access information and locate books of interest.

C. PA Standards and AASL 21st Century Learner Standards

PA Standards:

- 1.1.3.A – Identify the purpose and types of text.
- 1.1.3.B – Preview the text formats
- 1.6.3.D – Contribute to discussion
- 1.6.3.E – Participate in small and large group discussions and presentations.
- 1.8.3.A – Selection of topic for research.
- 1.8.3.B – Locate information using appropriate sources and strategies.

21st Century Learner (AASL):

- 1.1.8 – Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 2.1.4 – Use technology and other information tools to analyze and organize information.
- 4.1.4 – Seek information for personal learning in a variety of formats and genres.
- 4.1.7 – Use social networks and informational tools to gather and share information.
- 4.2.1 – Display curiosity by pursuing interests through multiple resources.
- 4.2.4 – Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
- 4.3.2 – Recognize that resources are created for a variety of purposes.
- 4.4.1 – Identify own areas of interest.
- 4.4.6 – Evaluate own ability to select resources that are engaging and appropriate for personal interest and needs.

D. Differentiation Plan

Create teams and pairs to work together to accomplish tasks. The teams and/or pairs can be created randomly or by purposely grouping lower level students with higher level students. Provide appropriate assistive materials for those students with physical needs such as slant boards and pencil grips for writing along with large finger crayons for coloring. Touch screen computer monitors may also be helpful, however, if they are not available use partners to help with keyboarding skills.

Most of the lessons have a summative activity where writing skills are involved. For those students that may be fine motor skill challenged there will be pre-printed rules and steps provided for them to choose and paste to their cut-out tools for their toolbox.

For the final activity, groups may be created by topic of interest. Once the students have decided on their topic, they may be grouped or even paired together for their search. Higher level students (advanced) may wish to work on their own then after they have completed they may be paired with the lower or physical needs students to assist in the completion of their selection.

Step 2 – Assessment Evidence (summative check for learning)

A. Performance Tasks

Students will complete a toolbox filled with the tools earned through the completion of each activity/lesson necessary to accomplish the culminating activity which is to locate a fiction and non-fiction book related to a topic of interest in the school library.

Lesson and tools:

- Initiating Activity – Library map, web organizer with topics of interest, and hand cut out with 5 finger rule stated.
- 1 – Ticket card with names of 3 book parts that contain information helpful to sorting, storing and locating a book.
- 2 – Book cut out card with 3 fiction elements on one side and 3 non-fiction elements on the other.
- 3 – Book cut out card with a created fiction call number on one side and the rule for how the call number is created on the other.
- 4 – Bookmark with a list of the 10 main Dewey categories AND boy or girl cutout with 1 to 3 topics of interests listed.
- 5 – Ticket card with Destiny access pathway (online catalog) AND Computer card with example of the Destiny library search screen. The example should have book title and author's last name underlined and call number circled.
- Culminating Activity – 2 books selected both on related topics of interest one non-fiction and the other fiction. A letter to the Three Libearians giving organization advice or a letter to Goldie Socks giving helpful hints how to find a library book.

B. Performance Criteria

The following Rubric may be copied and used as a checklist for each student's folder toolbox. Points are awarded for each task completed or partially completed. Place points in the appropriate block and total for final score.

0-7 points = Below Basic

8-13 points = Basic

14-26 points = Basic with progress

27-39 points = Proficient

40 – 65 points = Advanced

Activities	Not Complete 0 points	Partial complete with errors. 1 point each	Partial complete no errors. 2 points each	Complete with errors. 3 points each	Complete with no errors. 4 points each	Bonus points for proper spelling! Plus 1 for each.
Initiating Activities: Map Web Hand card Bookmark		Possible 4 points max.	Possible 8 points max.	Possible 12 points max.	Possible 16 points max.	Possible 4 points max.
Lesson 1: Ticket card		1 point	2 points	3 points	4 points	1 point
Lesson 2: Book card		1 point	2 points	3 points	4 points	1 point
Lesson 3: Book card		1 point	2 points	3 points	4 points	1 point
Lesson 4: Bookmark Girl/Boy card		2 points	4 points	6 points	8 points	2 points
Lesson 5: Ticket card Computer card		2 points	4 points	6 points	8 points	2 points
Culminating Activity: 2 books 1 letter		2 points	4 points	6 points	8 points	2 points

Step 3 – Active Learning Plan

A. Steps for Students

⇒ **Initiating Activity:** Students will be introduced to the concept of finding a book through reading aloud a storybook and presentation stating the expected tasks.

- The story Goldie Socks and the Three Libearians by Jackie Mims Hopkins will be read to the students using the IPM interactive whiteboard. Lead a discussion reviewing the 5 finger rule to select a just right book and then ask the students if the “Libearian’s library” was in any particular order. Lead the students to discuss how they would organize the bears’ library. Use a web organizer on the IPM board to do the group brainstorming. View a couple of websites that show how library materials can be organized: www.breitlinks.com/dewey_for_kids.htm and www.emerson.k12.nj.us/staff/rmkelly/custom/finalweb/Index.html
- **Create a statement from the students that having an organized library would help people find books that they are interested in reading. Introduce the main task that the students will learn how libraries (Whitemarsh Elementary) are organized and what tools they will need to find a fiction and a non-fiction book they are interested in reading.** Introduce the students the students to their toolbox that they will be creating and collecting tools to assist them on their ultimate book hunt journey.
- The class will then be split into 4 main groups and rotate to 4 different centers for their Book Hunt Toolbox activities. This may take more than one class period to complete.
 - Group one – Decorate blank “official” bookmarks including name and room number. Using the Hand cut out card, state the 5-finger rule on it and place with bookmark in the TOOLBOX folder.
 - Group two – Decorate folders. These will act as their TOOLBOX including name and room number.
 - Group three – Color and fill in blank library maps according to the map key.
 - Group four – Complete a web organizer showing their interests. This can be done using Kidspiration/Inspiration or on a blank pre-created web organizer.
- Students should have a folder TOOLBOX with their starter tools which includes the library map, interest web organizer, 5 finger rule hand cut-out and official personal bookmark by the end of the initiating lesson. Give each student a ring to hold the special cut-out tools as they complete each task to fill their toolbox.

⇒ **Lessons 1 through 5 and the culminating activity:**

1 – Students will be able to identify 8 main book parts and state 3 helpful parts to locate a book in a library.

Read Parts by Todd Arnold to introduce book parts to the students. Use the digital overhead and IPM board to help illustrate the story. Place a blank Book Part worksheet on the digital overhead and as a group identify the different book parts. Generate a large

group discussion about the purpose of each part. Finish the group discussion with the link to a Web Quest website www.emerson.k12.nj.us/staff/rmkelly/custom/finalweb/Index.html and have the group complete the quiz about book parts.

Break out into smaller teams of 4 and have each team brainstorm which three parts they think are helpful to find a book in a library. Have each team share their results and as a group state the 3 most helpful parts to find a book in a library. Give each student the Ticket Card and have them list the 3 parts on it and add it to their toolbox.

Assessment is formative as the group discusses and answers questions from teacher or Web Quest. The summative artifact is the Ticket Card each student will need to fill out for their toolbox folder.

2 – Students will be able to identify elements of a fiction and non-fiction book and state at least 3 elements for each type.

Present and read two books, one fiction and one non-fiction both about similar topics. Suggested texts are Diary of a Spider by Doreen Cronin (fiction) and Spiders by Carolyn B. Otto (non-fiction) or Bats at the Library by Brian Lies (fiction) and Bats by Kevin J. Holmes (non-fiction). Using the digital overhead point out the parts for each book and lead a discussion about the differences. As a whole group, create a VENN Diagram on the whiteboard/IPM board to illustrate the similarities and differences.

Break out into smaller teams of 4 and hand each student a Book Cut out card. At their team tables have the students sort through a pile of books (both fiction and non-fiction) and make two piles, one for fiction and one for non-fiction. Students may share their decisions with the whole group if time allows. After the sorting task is completed have students list 3 elements for each book type on the card, Fiction on one side, Non-fiction on the other side.

Assessment is formative as the whole group discusses and creates a group Venn Diagram. Observation of the book sorting task is also a formative assessment. The summative assessment artifact is the completion of the Book cut out card with 3 elements listed for each book type to add to their toolbox folder.

3 – Student will be able to identify a fiction call number and create a fiction call number from a list of titles and authors as well as using their own names.

Present the Fiction Frenzy PowerPoint presentation which incorporates a brief review of the skills learned thus far and introduces the fiction call number rules and how they are created. Have the students participate in the interactive activities in the PPT.

Break out into smaller teams of 4 and distribute the Fiction hand out sheet. Students will need to read the book titles and authors then create a fiction call number for each. Have the worksheet up on the IPM board using the digital overhead and complete as a

group to help give feedback whether they understood the concept. Then hand out the Book cut out card to each student and ask them to create a fiction call number using their own name. Place the created call number on one side of the card and write the fiction call number rule on the other. Have the rule written up on the board.

Formative assessment is done through observation and participation in the PPT. Summative assessment is gained through the completed worksheet and the completed Book cut out card for the toolbox folder.

4 – Student will be able to identify 10 main categories from the Dewey Decimal System and sort books according to their topic.

Introduce the students to the Alien Meets Dewey story found on a Thinkquest website, <http://library.thinkquest.org/5002>. Read the story together using the IPM board and explore parts of the site that explain more about each of the 10 main categories and the call numbers related to them.

Break out into teams of 4 and give each team a shopping list with 2 main category titles and call numbers. Each team must bring back to the whole group 2 books from each category on their list to share with the whole group. Review and highlight the topics of each of the chosen books and how they relate to the Dewey main category. Students must then return their chosen books to the proper bookcase. (Do not have the students replace in the shelves but rather place on top of the appropriate bookcase.) Give students a pre-made bookmark with the 10 main Dewey categories on one side, have students list the categories they have an interest on the backside of the bookmark and write the matching category numbers on the front. Students will also receive a boy or girl cutout card to write their interests to place in their toolbox folder.

Assessment is formative through observation as the students use their shopping lists to select appropriate books to share with the group. Formative assessments are gained through group discussions as students share their books. Summative assessment is the completion of the Dewey category bookmark and the girl or boy cut out to add to the toolbox folder.

5 – Students will be able to access the Destiny online catalog system and recognize the helpful parts needed to locate a book. <http://destiny.colonialsd.org>

Introduce the Destiny online catalog system using the IPM board. Give students a chance to participate and highlight the information that shows the parts that are helpful to locate a book (Author, Book title and Call number).

Break out into 2 main groups. One group will be paired up to work as teams on the computer stations and they will follow the pathway to access the Destiny System. They will choose two topics (one for each student) then explore the Destiny system to find a book for each topic (doesn't matter whether fiction or non-fiction) and write the important information that will help locate that book in the library on the Destiny

worksheet. The worksheet will be handed to the librarian.

The other group will be paired up to work as teams on a scavenger hunt. Each pair will be given 2 to 4 cards with printed information from the Destiny online catalog and they must use these cards to help locate the book(s) on the library shelves. Once found, they must check in with librarian and then with the librarian's okay return the books to their proper place on the shelf.

Once both groups have completed their tasks, they may switch keeping their partners to complete the other task.

All students will be given a Ticket card to fill in the pathway directions to access Destiny and the Computer card to underline the author, title and circle the call number. These items are then added to students' toolbox folder.

Formative assessment takes place during the presentation as students participate highlighting helpful information from the Destiny system. Observation when students are participating in scavenger hunt and accessing the Destiny system. Summative assessment is the completion of the pathway directions on the Ticket card and Computer card for the toolbox folder.

Culminating Activity: Lesson 6

- Read the story Our Librarian Won't tell us Anything! By Toni Buzzeeo. Use the IPM board with digital overhead to display the book as you read the story.
- Allow students to get their toolbox folders and using the tools on their rings select a topic and locate a fiction and a non-fiction book and take to the circulation desk. Each student needs to follow the guided steps and use the tools in their toolbox for assistance to locate the books independently.
- Since computer access is limited, it is difficult for all students to do this at the same time, split the group into 4 teams and have one team at a time do the main activity. The other teams will have games and puzzles to work on at the tables as they wait.
- Formative assessment is through observation. Summative assessment is gained through the check out of 2 books.
- **Closure:** Once all students have checked out their 2 books, have the students gather as a whole group to discuss their experience. Is it easier to find books when the library is organized? What advice would they give Goldie Socks or even the 3 Libearians about library organization that would be helpful to store and locate books? Have each student write a letter to Goldie Socks or the Libearian family.

B. Notes for Teacher:

- Make sure to pre-select enough books to use for the sorting activity in 2nd lesson.
- Make sure all links and websites can be accessed on school computers.
- Make more than enough scavenger hunt cards to accommodate the possibility that certain books may get checked out in between unit lessons.
- Provide examples of letter that students can write to Goldie Socks and/or the Libearian family for the unit closure.
- If 2 pocket folders are not available create them using long construction paper folded at the bottom and staple sides to hold all the tools.
- May use different cut out shapes for tools.
- May use regular overheads, but remember to copy those specific worksheets as transparencies.
- May substitute books for ones noted in this unit for read alouds.
- May adjust group work for individual work if computer lab is available.

C. Materials to have ready.

- Various cut outs for the toolbox – enough for all students.
 - Hand
 - Ticket cards (2 sets)
 - Book cut outs (2 sets)
 - Bookmarks (1 set for initiating activity and 1 set for Dewey categories)
 - Computer cut outs
 - Boy and Girl cut outs
- Folders - enough for all students.
- Rings to hold all the various cut outs – enough for all students.
- IPM board or projector with white board
- Digital overhead
- Computer stations – at least 5.
- Specific books for the read alouds – Goldie Socks and the Three Libearians, Our Librarian Won't Tell us Anything! and Parts.
- Access to the Internet for links noted on lesson plans, PowerPoints and Web Quest.
- Access to Kidspiration or Inspiration software.
- Library maps – enough for all students.
- Web organizer – enough for all students if Inspiration will not be used.
- Venn Diagram to use with digital overhead for group participation.
- Book Parts worksheet to use with digital overhead for group participation.
- A random selection of fiction and non-fiction books to do sorting activities - enough books for 6 teams of 4, roughly 24 to 48 books total.
- Fiction Frenzy handout – enough for all students.
- Dewey shopping list – enough for 6 teams of 4 for each class (1 sheet per team)
- Access to online catalog system, Destiny.
- Destiny worksheet – enough for every pair of students.
- Scavenger hunt cards – enough for every pair of students.
 - Create cards using print screens from Destiny's library search result lists and include both fiction and non-fiction books.

- Random word search puzzles, crossword puzzles and quiet checkers games.
- Blank letter form for Goldie Socks or the Libearian family – enough for all students.

D. Approximate time needed for lessons/unit.

The initiating activity may take two 45-minute class periods, especially if a weekly book selection is part of the library class routine. All other lessons and the culminating activity should take about 30 to 45 minutes to complete.

E. Resources/References

Arnold, Tedd. *Parts*. NY: Puffin, 2000.

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Tomlinson, Carol Ann & Jay McTighe. *Integrating Understanding By Design & Differentiated Instruction: Connecting Content and Kids*. ASCD, 2006.

<http://library.thinkquest.org/5002>

[www.breitlinks.com/dewey for kids.htm](http://www.breitlinks.com/dewey_for_kids.htm)

www.emerson.k12.nj.us/staff/rmkelly/custom/finalweb/Index.html

<http://destiny.colonialsd.org>

Step 4 – Reflection

- A. What happened during my lessons? How effective was my lesson design and teaching?
- B. What evidence can I show about my students' learning? How effective was my assessment plan for getting information about my students' learning?
- C. How did I do in meeting my desired results for this lesson/unit? What are my next steps to improve student learning?
- D. Did the technology help the students' understanding?

